

CHAPTER II

REVIEW OF FELATED LITERATURE

This chapter explores some related literature dealing with this study. The researcher will be explaining about teaching English for young learners, young learners' characteristics, and characteristics of the teacher in teaching Young Learners, the challenge and difficulties in classroom management.

1.1 Teaching English for Young Learner

English for young learners is designed English teaching program intended to first until six grade of primary school students. It is completely different from teaching adult. According to Siswanto (2017) Young learners should listen to the language being used to do a conversation about things they see and feel, what they have experienced or are about to experience particularly associated to their daily routine, what they are curious about, what they care about and what they like. So, implementing several joyful and interesting activities, they unconsciously got and used the language.

The potency of the teacher is highly necessary to teach English to young learners. Teaching into young learners must give extra attention to caring in the learning process. Teaching English into young learners is more difficult it is different like teaching English to the adult learner. The teacher has to use English fully, humble, innovative, patient, attractive, humor, high of spirit, and become such a

mother of the students.

Halimi (2010) stated that young learners have special distinguished necessary, interest, and skills from adult learners. EYL teachers' should understand about young learners' characteristics. Those young learners teacher have to use simple and clear instruction and must have a good ability aimed at achieving a good classroom nuance during the learning and teaching process. An effective classroom environment will help young learners to easily acquire knowledge.

1.2 Characteristics of Young Learners

In the teaching and learning process, the unique characteristics of young learners are their curiosity about exploring something new and their emotion is unstable. It requires different ways to teach young learners compared to an adult. In addition, EYL's teachers have to comprehend the character of their students. Suyanto (2009) declared young learners' characteristics as follows:

1. They get egocentric behavior which means that children prefer playing any kinds of stuff which they had studied with themselves
2. Young learners find it difficult in distinguishing something concrete and abstract.
3. The younger group prefers individual work than teamwork
4. They easily feel bored
5. Children's life is fun and joy.
6. They prefer story and fun game

7. Their activeness and imagination is satisfactory
8. The eight-year-old young learner's awareness and readiness in learning language significantly appear.
9. They love talking about what they all have.
10. Learning by doing is their characteristic

Those are the typical characteristics of young learners claimed by Suyanto (2009). As an EYL teacher, understanding the above characteristics is obligatory to gain an effective outcome in EYL classes.

2.3 Characteristics of EYL Teacher

The EYL teacher also has some characteristics in the teaching and learning process. A teacher has an essential role to handle the challenge and difficulties situation in the teaching and learning process. According to Husein (2014), therefore an EYL teacher should understand a child's language learning development so that English instruction will be meaningful to young learners. The scaffolds provided by the teacher allow the student to successfully to complete the exercises given to them.

Juhana (2014) claimed that understanding the characteristics of young learners is an essential element for the teachers. It influences numerous factors in teaching English for young learners to get effective teaching processes such as teaching approach, lesson plan, methods, learning materials, and the way of getting close with them. The teacher provides support with only those skills that are beyond young

learners' capacity. For instance, student's faults are normal, but with support and feedback from the teacher, the student can reach the task or goal. When the student takes responsibility for or masters the task, the teacher regularly eliminates the scaffolding, which allows the student to work individually. Suyanto (2009) stated several characteristics of EYL teacher:

1. EYL teachers have to be pleasant and joyful.
2. Commonly, EYL teachers should be highly motivated and creative.
3. EYL teachers should master storytelling competence.
4. The EYL teachers must be a humorist.
5. The teachers apply a simple language in their teaching.

2.4 The Challenge and Difficulties in EYL Class Management

An effective classroom management is a pivotal factor for the EYL program. Classroom management would help teachers handling students' behavior daily. This is the alternative for teachers to solve the challenging condition. In managing the class, the teacher will face several challenge and difficulties.

Mulyadi (2009) sets the challenges in handling class into two different groups: individual and group problems. Individual problems occur because there is an obligation to achieve group recognition and self-esteem. Besides, group problems have occurred because particular groups are easy to be interfered with to show off their ability. In addition, Dreikurs and Cassel (in Rohani, 2004) claimed several aspects associated with individual problems:

1. Attention-getting attitude. The students hope to obtain other's attention by doing an impolite attitude. For example, giving amusing expressions (active), or making slow-moving for extra assist (passive).
2. Power-seeking attitude. Usually, students in the class will demonstrate their ability to their classmates. Therefore, they are going to be the arbiter. For example; they are always arguing or put extreme emotion, become mad (active), or frequently forget on the essential regulation (passive).
3. Revenge-seeking attitude. These attitudes aims are to get someone else in pain, such as swearing, hitting, and biting.
4. Showing incapacity. It is rejection to do any job because the students believe that they will always fail.

Then, Johnson and Bany (in Rohani, 2004) mentioned six categories of group problems:

1. Less cohesive class. For instance the difference of tribe, gender, and social-economic.
2. The class causes improper respond toward one student, such as giving the other class member because his/her voice is out of tune.
3. Giving assist to the student that causes humorous look like uproar or clown in the classroom
4. Some students that reject to finish the given job
5. Low-enthusiasm, such as protesting to the teacher because they regard that the assignment is unfair

6. The class is lack-adaption on the new condition, such as schedule trouble.

In addition, Charles (in Wahyuni, 2013) categorized learner's misbehavior into thirteen kinds as below:

1. Less attention - daydreaming, looking out the door or window, and thinking about unimportant things
2. Apathy- a common unwillingness to be active, as shown by sulking, not paying attention, always feel demotivated, and less active
3. Chatting when the teacher gives an instruction
4. Busy with themselves by moving around the room.
5. Bothering and disturbing others
6. Disruption- laughing, singing by themselves, and shouting
7. Lying- do not take responsibility and get their friend in trouble
8. Stealing- taking kinds of stuff that belong to their friends
9. Cheating- make a personal benefit from other problem
10. Sexual harassment- make others in inconvenience by touching and another sexual harassment form
11. Aggression and fighting- showing hostility towards others, threatening, shoving, pinching, wrestling, hitting, and bullying.
12. Malicious mischief- doing intentional destruction to school facility
13. Defiance of authority- talking back to the teacher and rejecting teacher requests.